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ABSTRACT

Colleges have become aware of two kinds of losses of students: those who enroll and drop out before completing the semester and those who might be called registration drop-outs. The three colleges of the Los Rios Community College District have shared that concern. Therefore, an approach has been made to the problem of the registration drop-out with the intent of using the findings to discover additional ways to meet student needs. The survey involved the fall class of 1973. Since the counseling-guidance function is organized a bit differently at each college, each college added questions to the basic survey instrument in order to gain additional information for use in the distinctive guidance process of the given institution. Therefore, the findings of each of the three colleges are reported separately. Conclusions drawn, however, are based on the common elements among the three reports. Included in the document are responses to the questions "How Could the College Have Served You Better?" and "How Can the College Be of Assistance to You in the Future?" (Author/SW)

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LOS RIOS COMMUNITY COLLEGE DISTRICT
Joint Research Series

# The Pre-Drop-Outs: Students Lost During The Registration Process

July 1974

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JC 740 228

This study is a joint project of the research personnel of the three Los Rios Colleges offered as a management document to facilitate decision-making and resource allocations at both the college and the district level.

Leadie M. Clark
Assistant Superintendent for Instruction

## Introduction

The Community College is an open-door college. During the period of burgeoning enrollments, one paid little attention to the students who approached the open door but chose not to enter. The process of registration gave few clues to the amount of time being spent with students who did not complete the registration process, nor to their reasons for not completing the process.

However, with the slackening of growth, colleges have become aware of two kinds of losses of students: those who enroll and drop out before completing the semester and those who might be called registration drop-outs. The three colleges of the Los Rios Community College District have shared that concern. Therefore, an approach has been made to the problem of the registration drop-out with the intent of using the findings to discover additional ways of meeting student needs. The survey involved the Fall class of 1973.

A survey instrument was devised. Since the counseling-guidance function is organized a bit differently at each college, each college added questions to the basic survey instrument in order to gain additional information for use in the distinctive guidance process of the given institution.

Therefore, the findings of each of the three colleges will be reported separately. Conclusions drawn, however, are based upon the common elements among the three reports.

## Review of Current Literature

A review of the literature revealed that very little attention has been paid to the college applicant who fails to enroll. In 1965, Iffert and Clarke reported on freshmen who entered in the fall of 1956 and fall of 1957 at 20 institutions of higher education in the United States. Their report "College Applicants, Entrants, and Dropouts" included the admitted applicants who failed to register. They found that 85% of the admitted applicants enroll in some institution of higher education the same year they apply, and 15% who were admitted and did not enroll attribute non-enrollment to financial reasons. The current study indicated that only 23% of the community college respondents were attending some other form of post secondary education, and that an additional 10% related their non-enrollment to expenses (including transportation problems.)

Although a study was done at Modesto Junior College in Fall, 1966 which compared the enrolled and non-enrolled applicants, the most recent community college studies reported are those done by Dr. Ben K. Gold at Los Angeles City College. "An Investigation into Reasons Why Students Fail to Register after Taking the Guidance Examination" - May, 1970 and "The Fall, 1970 Applicant Who Failed to Register: Who and Why" - November, 1970.

There also was an unpublished report from Pasadena City College "Chicano Withdrawal Follow-up Study" - November, 1971 which reports data on 22 Chicano students "who reported never having attended classes."

The following comparisons have been made between the information developed at Los Angeles City College in November, 1970, Pasadena City College in November, 1971, and at American River College in December, 1973.

| | | LACC-1970 | PCC-1971 | ARC-1973 |
|---|---|---|---|---|
| 1. | Total No. of Non-enrolled | 3,457 | 22 | 2,517 |
| | No. Sampled | 500 | 22 | 854 |
| | No. Returned | 200 | 22 | 371 |
| | Percent of Return | 45% | 100% | 43% |
| | Percent Applying Who do not complete | 30% | No. Inf. | 25% |
| 2. | Not related to College Policy | 75% | 64% | 75% |
| 3. | Related to College Policy | 25% | 36% | 25% |
| | Discouraged | 4% | 9% | 12% |
| | Closed classes | 5% | 9% | 6% |
| | Classes at wrong time | 4% | 18% | 1% |
| | Denied admission | 12% | 0 | 1% |
| | Out-of-state charge | 0 | 0 | 5% |

This comparison is made merely to indicate the possible level of validity of the current study.

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American River College

Purpose

The purpose of this study is twofold:

1. To determine why these prospective students do not complete registration and enroll.

   Should it be determined that failure to enroll is related to current admission, orientation, scheduling and counseling practices, the second phase of the study will be to try to develop improved procedures and test their effectiveness.

   Should it be determined that failure to register is related to causes primarily outside the control of the college (family moving from the area, health problems, etc.) the causes will be noted, but no action taken.

2. To better understand the cost of servicing and reservicing, a sizeable group of "prospective" students who fail to enroll.

   Although the principle of free public higher education is clearly endorsed in California, the monies spent from which no educational gain results, should be as clearly understood.

Procedure - at American River College

After pulling out the applications of students who graduated and who were currently attending Evening College in the fall, there were 2,517 students who filed applications for admission to American River College day college for Fall, 1973. This total group was divided into four groups for the purpose of this study.

The first group was composed of the first-time freshman day applicant who applied, came to the campus for orientation, planned a course schedule with a counselor, but did not complete registration nor enroll.

The second group included the returning day student who applied, came to the campus to meet with a counselor and course planned during August, but failed to enroll.

The third group included the returning day student who was attending American River College in the spring, planned to return in the fall, planned a course schedule with his counselor, but failed to enroll.

The fourth group were the students who filed a day application but did not respond to the orientation/counseling appointment.

A color coded questionnaire was developed during October and mailed early in November to the four groups as follows:

Table #1

Four Groups - Summary

| | # In Group | # Sent | % | Not Delivered | Replied | % |
|---|---|---|---|---|---|---|
| Blue | | | | | | |
| New Freshmen Attended Orientation | 307 | 307 | 100 | 2 | 135 | 45 |
| Green | | | | | | |
| Returning Students Course planned in August | 132 | 132 | 100 | 0 | 56 | 42 |
| Yellow | | | | | | |
| Returning Students Course planned in Spring | 820 | 162 | 20 | 4 | 86 | 56 |
| Orange | | | | | | |
| Applied only | 1,258 | 253 | 20 | 15 | 72 | 34 |
| Total | 2,517 | 854 | 34% | 21 | 350 | 41% |
| | | | (21 moved + 350 =371) | | | 43% |

It was decided to send questionnaires to 100% of the students who had come to the college during the summer for orientation and course planning and to a 20% random sample of the other two groups whose commitment in time has been either less, or less recent.

The original intent had been to telephone the students who did not reply,

but when the return of the first three groups reached 44% by the end of November, it was decided that the cost of the telephone survey probably would not produce sufficient additional information to make it worthwhile.

Section I Non-enrollment Causes

Table #2

A. General Characteristics of Respondents - Sex

| | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Sent | % of total | Returning | % of Ret. | Sent | % of total | Returning | % of Ret. |
| Blue | 145 | 47 | 48 | 33 | 162 | 53 | 88 | 54 |
| Green | 52 | 39 | 18 | 35 | 80 | 61 | 38 | 48 |
| Yellow | 69 | 42 | 31 | 45 | 93 | 58 | 55 | 59 |
| Orange* | -- | -- | (37) | -- | -- | -- | (35) | -- |
| Total | 266 | 44% | 97 | 36% | 335 | 56% | 181 | 54% |

*Not included in the total.

It is to be noted that 12% more women planned to attend, and then did not enroll, than men. It also is to be noted that from this group of women the percent of replies to the questionnaire is 18% higher than the replies from the men. This is especially interesting in light of the fact that American River College has always had more men enrolled than women. The enrolled day students, Fall '73, numbered 5,304 men (54%) and 4,295 women (46%).

B. General Characteristics of Respondents - Age

| Age | Blue | Green | Yellow | Orange | Total | % | % Fall Day Enrollment |
|---|---|---|---|---|---|---|---|
| 18 or less | 52 | 4 | 3 | 23 | 82 | 23 | 28 |
| 19 | 20 | 6 | 11 | 12 | 49 | 14 | 17 |
| 20 | 15 | 8 | 22 | 4 | 49 | 14 | 12 |
| 22 | 12 | 11 | 11 | 10 | 44 | 13 | 11 |
| 25 | 10 | 8 | 17 | 10 | 45 | 13 | 12 |
| 30 | 7 | 7 | 6 | 3 | 23 | 7 | 9 |
| 35 | 6 | 4 | 3 | 3 | 16 | 5 | 5 |
| 40+ | 8 | 6 | 11 | 5 | 30 | 9 | 7 |
| Undeclared | 6 | 2 | 2 | 2 | 12 | 3 | 0 |
| Total | 136 | 56 | 86 | 72 | 350 | 100% | 100% |

The spread of ages among prospective student respondents is quite similar to that of the enrolled students. Sixty-five percent of the prospective students are twenty-two or younger while sixty-eight percent of the enrolled day students are in this same age span. This similarity of age in the two groups tends to validate the response group as a reliable sample of the total population of non-enrolled students.

Table #3

Reasons for Non-Enrollment

| Reason | Blue | Green | Yellow | Orange | Total | % |
|---|---|---|---|---|---|---|
| 1. Moved* | 16 | 10 | 19 | 26 | 71 | 19 |
| 2. Health | 6 | 0 | 7 | 3 | 16 | 4 |
| 3. Transportation | 2 | 1 | 1 | 0 | 4 | 1 |
| 4. Expenses | 9 | 6 | 6 | 4 | 25 | 7 |
| 5. Major | 1 | 2 | 1 | 2 | 6 | 2 |
| 6. Classes | 10 | 6 | 1 | 4 | 21 | 6 |
| 7. No Interest | 7 | 2 | 6 | 4 | 19 | 5 |
| 8. Discouraged# | 8 | 2 | 2 | 1 | 13 | 4 |
| 9. Other | 69 | 21 | 45 | 36 | 171 | 46 |
| 3.+4. Transp. and Expenses | 3 | 2 | 1 | 2 | 8 | 2 |
| 6.+8. Classes# and Dis. | 6 | 3 | 1 | 5 | 15 | 4 |
| 3.+6. Transp. and Class | 1 | 1 | 0 | 0 | 2 | 1 |
| Total | 138 | 56 | 90 | 87 | 371 | 100% |

*The twenty-one questionnaires returned by the post office because the respondent had moved were added to the 348 replies in this table.

#The breakdown of the answers on "discouraged" are summarized under Table #3a.

Table #3a

Question #8 - Discouraged by: 28 students 28 students = 12%

| Area | Blue | Green | Yellow | Orange | Total | % |
|---|---|---|---|---|---|---|
| Admissions | 1 | 1 | 0 | 2 | 4 | 12 |
| Orientation | 1 | 1 | 0 | 0 | 2 | 6 |
| Counseling | 4 | 2 | 0 | 1 | 7 | 21 |
| Registration | 5 | 8 | 6 | 0 | 19 | 56 |
| Instructor | 1 | 0 | 1 | 0 | 2 | 6 |
| Total | 12 | 12 | 7 | 3 | 34 | 100% |

Although the actual number of respondents who indicated they were discouraged by one or more factors related to their enrollment at American River College, was only twelve percent of the prospective day students who were interested, but did not enroll, it still could account for over 300 students who did not complete their enrollment.

Table #3b

Question #9 - Other Reasons for Non-enrollment - 171 students = 46%

| Reasons | Blue | Green | Yellow | Orange | Total | % |
|---|---|---|---|---|---|---|
| Out-of-State Tuition | 4 | 1 | 0 | 4 | 9 | 5 |
| Attending HS and Adult Ed. | 21 | 1 | 2 | 3 | 27 | 14 |
| Attend Other College + Private Voc. | 20+3 | 11+1 | 24 | 17+2 | 72+6 | 39 |
| Military or Other Gov't | 5 | 0 | 2 | 2 | 9 | 5 |
| Found Job | 13 | 10 | 10 | 7 | 40 | 20 |
| Missed Reg. | 0 | 0 | 2 | 0 | 2 | 1 |
| Family Resp. | 9 | 3 | 2 | 4 | 18 | 9 |
| Sent in Error (ARC Grad.or attending) | 3 | 2 | 5 | 3 | 13 | 7 |
| Other | 2 | 0 | 1 | 0 | 3 | 2 |
| Total | 80 | 29 | 48 | 42 | 199 Reasons | 100% |

Table #4

Current Activities of Non-enrolled Students

| | Blue | Green | Yellow | Orange | Total | % |
|---|---|---|---|---|---|---|
| 1. Government Service | 9 | 2 | 4 | 3 | 18 | 5 |
| 2. Married | 4 | 2 | 3 | 4 | 13 | 4 |
| 3. Unemployed | 12 | 9 | 7 | 7 | 35 | 10 |
| 4. Employed | 34 | 15 | 26 | 22 | 97 | 27 |
| 5. Employed Part-time | 16 | 9 | 5 | 5 | 35 | 10 |
| 6. Attending School | 35 | 11 | 20 | 15 | 81 | 23 |
| 7. Other | 14 | 6 | 11 | 6 | 37 | 10 |
| 6. + (4. or 5.) | 11 | 3 | 9 | 7 | 30 | 8 |
| No Response | 6 | 0 | 1 | 4 | 11 | 3 |
| Total | 141 | 57 | 86 | 73 | 357 | 100% |

Table #5

Attending Other Colleges

| | Blue | Green | Yellow | Orange | Total | % |
|---|---|---|---|---|---|---|
| Sacramento City College | 6 | 4 | 3 | 2 | 15 | 14 |
| Cosumnes River College | 0 | 2 | 0 | 1 | 3 | 3 |
| Sierra College | 3 | 0 | 1 | 3 | 7 | 6 |
| Other Community Colleges | 2 | 0 | 2 | 5 | 9 | 8 |
| Out-of-State | 3 | 1 | 2 | 1 | 7 | 6 |
| CSU, Sacramento | 3 | 3 | 11 | 2 | 19 | 17 |
| Other State Colleges | 2 | 0 | 3 | 0 | 5 | 5 |
| UC Campuses | 0 | 1 | 2 | 1 | 4 | 4 |
| Private Colleges or Universities | 1 | 0 | 0 | 2 | 3 | 3 |
| Private Voc. Schools | 3 | 1 | 0 | 2 | 6 | 5 |
| High School and Adult Ed. | 21 | 1 | 2 | 3 | 27 | 24 |
| ARC Evening and Non-Credit | 2 | 1 | 3 | 0 | 6 | 5 |
| Total | 46 | 14 | 29 | 22 | 111 | 100% |

Table #6

| A. Plan to Attend ARC | Blue | Green | Yellow | Orange | (350) Total | % |
|---|---|---|---|---|---|---|
| Yes | 85 | 28 | 50 | 41 | 204 | 58 |
| No | 37 | 24 | 32 | 30 | 123 | 35 |
| No Response | 14 | 4 | 4 | 1 | 23 | 7 |
| Total | 136 | 56 | 86 | 72 | 350 | 100% |
| B. If Yes - When | | | | | (204) Total | |
| Spring 1974 | 42 | 15 | 29 | 24 | 110 | 54 |
| Fall 1974 | 18 | 1 | 3 | 9 | 31 | 15 |
| Later | 23 | 15 | 17 | 8 | 63 | 31 |
| Total | 83 | 31 | 49 | 41 | 204 | 100% |
| C. If Yes - Need Financial Aid | | | | | (204) Total | |
| Yes | 16 | 11 | 13 | 11 | 51 | 25 |
| No | 57 | 16 | 29 | 29 | 131 | 64 |
| No Response | 10 | 4 | 7 | 1 | 22 | 11 |
| Total | 83 | 31 | 49 | 41 | 204 | 100% |

Addendum

At the time the questionnaires were mailed in December, 1973, one hundred ten students indicated that they planned to attend ARC in the Spring, 1974. Forty-four, or 40%, were on the active list for Spring, 1974. They were categorized as follows:

| | |
|---|---|
| Day | 34 |
| Evening | 6 |
| Day and Evening | 2 |
| Non-Credit | 1 |
| Placerville-Evening | 1 |

These forty-four students filed an application for the second time, thirty-six of them also repeated the orientation process and went through the formal registration procedure.

How Could the College Have Served You Better?

Of the 350 questionnaires returned, 137 students answered the question, "How could the college have served you better?" Concern and approbation were offered in the following areas:

A. Concerns (78)

1. Out-of-State Tuition (3)

Lower tuition for non-resident students. If conditions concerning these matters have been altered since fall registration - I would appreciate any information having to do with it.

By admitting me. I was not allowed to attend AR without paying tuition as I had moved with my parents to Idaho for two years. Although I was born in the Sutter Hospital and lived in Sacramento, all but 2 years of my life (1971-72) it was stated I could not attend (without tuition). Therefore, I have lost this term. I plan on registering for the fall term in September.

I was not in this state one year and I wanted to attend, but for the very reason I wasn't here a year they said and it didn't matter to them if I took up permanent residency. Now in January I will be here a year and I don't believe I will be attending ARC instead I'll go to another junior college because of the rude treatment I received at ARC.

2. Financial Aid (9)

Financial aid opportunity for job and school.

More grants and loans be made available. And less red tape in obtaining them.

By granting financial aid.

Aren't there any scholarships, loans for those of us <u>over</u> 25?

By understanding my problem, financial problems.

Babysitting service - more pre-med classes.

If I would get financial aid more than they want to loan me.

Help me with financial aid at least in meeting book expenses. I plan to attend ARC in spring semester as I am moving back to ARC area if I can get some financial assistance.

Better orientation and educational system. I wish to say orientation was misleading. Also where I lived in Napa I attended Napa Community College and tuition was free and books were the only thing we had to buy. I am disappointed in Sacramento's educational system. You were not willing to help me financially and unless you do I will not consider attending any school here and I don't recommend ARC to anyone.

My husband was also upset with your system. He is a full-time student at Sac State and tuition is expensive for him and we only have VA check $261 a month. He does want to have the opportunity for me to get my education but we will wait if necessary.

3. Curriculum (23)

Evening College (7)

By offering more classes in summer school and evenings. (Library Science)

Courses I need are not offered at times I can take them. Namely, late afternoon, Saturday or summer.

Offer more foreign language classes in the evening.

Evening school should offer all courses needed (required and elective) for the General Office Training Program.

Electronics 57 or 58 not offered as night classes.

I was unable to get the courses I needed at night.

Evening courses.

Day Program (16)

If there were less people in classes.

Enlarge their respiration therapy program.

By offering a master's degree in photography.

Offer credit in Photo classes. One of the night counselors told me I would not receive credit for photography courses at AR - so I decided to take the classes elsewhere. If possible, I would like to attend in Feb. '74.

Whatever happened to woodshop and other vocational classes? We need more.

I need preparations for Sac State to major in nursing.

If I was in your nursing program.

Having a more varied choice of majors.

Higher instructor-to-student ratio (in electronics lab)

Have more classes.

Greater variety of courses.

By having a better schedule.

Have an expanded electrical engineering department.

It could have offered more science courses like microbiology.

By carrying a major in Police Science, with a respective amount of courses in that major.

My intention was to approach _____ with a view toward independent study of special problems. _____ had been recommended to me partly by my interest in his teacher facility as paint-pusher and partly thru my understanding that he was not miserly with his info. I came armed with a letter of recommendation from an instructor friend of mine who had known _____ at one time. To my knowledge the letter was never even opened, since when I had my face to face encounter with _____, in the frenetic reg. day festivities, he somehow got the impression the I was an egomaniac demanding special consideration. This was my experience, distilled for this form. It is in no way peculiar to your school since all schools are spawning grounds for ignorance, pomposity and bureaucratic getting off. The very queries on this form are an insult to the ideals of education.

4. Admission and Registration (22)

By treating me like a person.

By making it possible to make all the arrangements for registration in one trip. I could not get a babysitter everytime I needed to go to the school for one thing or another.

To get the classes I wanted which were my major.

If I could have got the classes I could do better in my work.

Need 1st floor class registration for disabled.

Registration line was so long I couldn't wait. I had to be at work. The process appeared to take all day. Line was a mile long.

I did not know about getting add cards and sitting in classes. I couldn't get to try to get them until a friend told me and it was too late.

I wasn't discouraged by, registration system but mostly confused.

Since have completed 60 units, I was expecting to get the first day of registration. However, I was assigned the last day and the last hour. This was bad since the classes I need were long to be closed in the first day. I also find the personnel at SCC more willing to help a Chicano student.

By letting me change my appointment.

I applied very early and was one of the last to register into classes.

If it hadn't been for the long lines at my hour of registration. I could have been more able to complete my registration.

For right hand to know what left is doing. Cut red tape in office. You have 5 times as many steps than is necessary for everything. Could cut down administration and paper pushers to improve curriculum.

By absentee registration and orientation via mail.

Have admission day earlier. Also, I may transfer to ARC in the fall of next year.

More information when I registered.

The office girl should have known about the requirements. Also, ARC informed me they had no Social Security Dept. only a veterans dept.

By better assistance to new students, and offering more classes in the fields that were crowded.

By taking a little time.

If it were better organized, and more personable.

Not sure because I didn't know what was going on.

They could have given me an idea as to whether I would have a chance of getting into my chosen classes.

5. Counseling (15)

Got me in the classes.

To get a better job - to better myself as a person.

Individuals over college "age" require extra counseling, including by phone, with an "adult."

Have more people to help choose classes and assist in helping you get them for your major.

By sending out the counseling appointments earlier, if possible.

I wanted to speak with a counselor to see what was involved in attaining a goal I had in mind - had to go thru orientation in order to speak to a counselor to find out I should check into detail of requirements at CSU, Sacramento. I would have saved time had I been able to see a counselor first or spoken to someone who could advise me.

They might tell me how many units I need for graduation without such a big "to do" about it - the bureaucracy stinks?!

By talking over my academic needs.

Counseling up-to-date electronics for today's jobs.

I went to three counselors before one would help me.

I would have liked better class counseling. My aim was the Respiratory Therapy course (2 yr.), but it seemed as if it would take 3 years to complete.

It did an adequate job, but could give students better idea of what courses would cover General Education requirement (esp. Group III).

By giving more counseling to high school acceleration student so we know what's going on.

I went to see a counselor, but the system was just much too busy. Just threw classes at me so they could finish with everybody.

Counselors should let you make your program yourself. The counselor I had was very unreasonable as to what I wanted to take. And I had read and very carefully planned my courses. She then tore the whole thing apart and signed me up for the other things that had nothing to do with what I was interested in. Because she thought I should take general things. If I wanted to take general classes I'd go back to high school.

6. General (6)

Better bus service.

Build a radio station.

More extra-curricular activities like the Marx's brother movies that were shown last year.

More college atmosphere.

Send me a schedule for the Spring '74 classes.

Enable me to attend for the Sept. 1974 session.

B. Approval (53)

It was just fine (6)

Counselors are very courteous and helpful.

ARC gave me every opportunity for another counseling date. I had missed the first two due to illness.

ARC has an excellent orientation program and outstanding counseling assistance - what more can one expect?

I was very satisfied with the counselors help when I enrolled at ARC. Thank you.

Everything was excellent, especially counseling.

I feel the counseling program is extremely helpful. I feel that ARC has alot to offer.

There is no way, I merely wanted to attend an institution where there is an engineering major.

Couldn't.

I feel that ARC has very qualified instructors. Every course that I have taken was very well organized and quite fair.

None better, I loved it.

The college assisted me in every way possible.

College served me well but did not like the area or a lot of the people.

ARC was quite adequate.

Because I was only a part-time student, I don't feel qualified to answer this. I was pleased with ARC for the few classes that I attended.

ARC does an excellent job!

American River in my opinion is an excellent institution of higher education.

You have an excellent college.

The college itself had nothing to do with my not being able to attend.

I was very happy with AR.

It has - no additional suggestions - fine classes.

I like AR very much, however, I moved away from home in July and could not afford to attend school this semester. However, I intend to apply for financial aid for next semester and try to return in February.

The service was fine, no problem there.

College helped me to be able to go - permission wise - but was unable to.

I am not unhappy with anything the college did.

It was all real good.

It was very good - felt I accomplished what I set out to.

I have no gripes about ARC at all.

I was satisfied.

It was serving me appropriately.

I would have liked to have started out in a more advanced art class rather than starting at the beginning. Thanks for caring enough to send me a questionnaire, it shows you really care!

In no way. Classes taken were satisfactory.

No comments - as they have been more than helpful in every respect.

ARC was fine for me, but I am getting married in June '74, and needed to have my education completed. AR would take me longer than Sawyer. That's the only reason for not attending ARC. I thought the orientation classes were very helpful for a first time student.

No other way for it was a personal decision.

People were friendlier, less snobbish.

They have a good program, I was really looking forward to attending, my husband was transferred - hope to attend in fall.

It was fine, but I wanted to get out early.

No fault of American River College.

No problem here.

I've visited ARC and I think its a great college. I would of very much liked to attend ARC.

Satisfied, everyone very courteous and cooperative.

The service was pleasant and quite satisfactory.

Service was excellent.

I was majoring in medicine but found the job of my choice first. It served me fine.

The college was very helpful - everything was handled well!

I'm sorry it couldn't. I liked it very much. You have a very good faculty.

It couldn't - the adult school is excellent - any difficulties were my own not the school.

## Cosumnes River College

Cosumnes River College is the smallest of the three Los Rios colleges. Although the college does not offer as many vocational curricula as the two larger colleges, the offerings at Cosumnes are well balanced with certain curricula offered exclusively at Cosumnes River College. Prominent among these are agriculture and animal health technology.

At the same time, many students have been attracted to Cosumnes River College because of the size of the student body. Because there were smaller numbers of students who did not complete the registration process the college attempted to reach each student who did not complete the process through the questionnaire. Those who did not respond to the questionnaire were telephoned. Each student who stated that he wished a counseling appointment was telephoned by the counseling department and an appointment scheduled.

The report of the survey is as follows:

No Show Tally

| | | |
|---|---|---|
| Male | 63 | = 48% |
| Female | 68 | = 52% |

Ages

| | | | |
|---|---|---|---|
| 17 | 5 = 4% | 22 | 4 = 3% |
| 18 | 38 = 29% | 23 | 4 = 3% |
| 19 | 26 = 20% | 24 | 6 = 5% |
| 20 | 9 = 7% | 25+ | 31 = 23% |
| 21 | 8 = 6% | | |

I Did Not Attend Because

| | |
|---|---|
| Need financial assistance | 18 |
| Unable to get classes | 17 |
| Major not offered at Cosumnes River College | 11 |
| No transportation | 17 |
| Health reasons - Family illness | 8 |
| Moved to another area | 14 |
| Wasn't really interested in attending | 9 |

Other Reasons:

| | |
|---|---|
| Working full time or just accepted employment | 15 |
| Accepted at other school | 19 |
| Closer to another school | 4 |
| Wasn't notified of acceptance to CRC | 2 |
| Personal reasons | 3 |
| Babysitting problems | 2 |
| Have small child | 2 |
| Wasn't granted early out of service | 1 |
| Class time was changed | 1 |
| Didn't want to take P.E. | 1 |
| Not enough time | 1 |

I Am Now:

| | | | | |
|---|---|---|---|---|
| Employed | Full-time: | 44 = 34% | Part-time: | 30 = 23% |
| Married recently | | 2 | | |
| In service | | 7 | | |
| Unemployed | | 16 | | |
| Attending another college | | Day: 45 = 90% | Evening: | 6 = 10% |
| American River College | | 8 | | |
| Sacramento City College | | 13 | | |
| CSU, Sacramento | | 8 | | |
| UOP | | 2 | | |
| San Joaquin Delta | | 3 | | |
| UC Davis | | 2 | | |
| College of Siskiyous | | 1 | | |
| University of Maryland | | 1 | | |
| Gavilan | | 1 | | |
| Sierra | | 1 | | |
| Cabrillo | | 1 | | |
| Los Angeles City | | 1 | | |
| College of Alameda | | 1 | | |
| University of Nevada | | 1 | | |
| MTI Business College | | 1 | | |
| Healds Business College | | 1 | | |
| Ft. Stellacoon | | 1 | | |
| Santa Rosa | | 1 | | |
| University of Nebraska | | 1 | | |

How Can the College Assist You?

Send information on Police Science

Send Financial Aids Information (5)

Send Spring '74 application (2)

More Agriculture and Animal Science Classes (2)

Open new fields of interest

How Can the College Assist You? (cont)

Offer wider variety of courses

Help with getting a better job

Send information on Automotive Program

Offer more fire related classes

Offer classes related to the transportation field

Provide housing near campus

Expand photography facilities and offerings

Send schedule

Obtain employment (2)

Expand curriculum

Make campus look less sterile

Offer Pre-Vet course

Permit student to attend college of his choice regardless of habitat location

Offer medical transcription class during evening

Send information on Animal Health Tech. programs in San Francisco area

Do You Plan to Re-apply?

| | |
|---|---|
| No | 64 |
| Yes | 71 |
| Day | 31 |
| Evening | 21 |
| Spring 1974 | 30 |
| Fall 1974 | 7 |

Major Interest

| | |
|---|---|
| Accounting | 3 |
| Agriculture | 5 |
| Animal Health Technology | 5 |
| Architecture | 1 |
| Automotive | 8 |
| Bank Operations | 1 |

Major Interest (cont)

| | |
|---|---|
| Business | 2 |
| Data Processing | 3 |
| Drafting | 1 |
| Early Childhood Education | 2 |
| English | 1 |
| General Education | 7 |
| History | 2 |
| Home Economics | 1 |
| Interior Design | 1 |
| Landscaping | 2 |
| Languages | 2 |
| Law | 1 |
| Math | 1 |
| Photography | 6 |
| Physical Education | 3 |
| Police Science | 1 |
| Political Science | 1 |
| Sciences | 2 |
| Secretarial Practice (legal) | 1 |
| Sociology | 1 |
| Television | 1 |
| Transportation | 1 |

Need Financial Assistance

| | |
|---|---|
| Yes | 24 |
| No | 49 |

Schedule Counseling Appointment

| | |
|---|---|
| Yes | 21 |
| No | 37 |

## Sacramento City College

Sacramento City College has shared a common purpose in this district research project. In addition to this purpose, the study has sought to answer some immediate questions raised by Student Personnel Administration.

Foremost among these questions were:

1. Will this study immediately identify problems with the admissions procedure that could be immediately corrected?

2. Should our orientation efforts be enlarged, refined, or the procedure revised?

3. Was our financial aids program the primary cause for students not following through with their attempt to enroll at Sacramento City College?

It is apparent that these and many other questions have been adequately answered in this report.

## Sampling Procedure

Questionnaires were sent to the following groups. These groups and the returns are indicated below:

| | Number Sent | Number in Group | % | Replied | % Replied |
|---|---|---|---|---|---|
| Group I - New Freshmen Attended orientation | 337 | 337 | 100% | 146 | 40% |
| Group II - Former Students Registration not completed. (This group represents all former student in inactive files - not included in groups 1, 3, and 4.) | 981 | 981 | 100% | 186 | 18% |
| Group III - Former Students Did not register. | 123 | 123 | 100% | 86 | 69% |
| Group IV - New Students Filed only. | 1,338 | 1,338 | 100% | 310 | 23% |
| Total | 2,779 | 2,779 | | 728 | |

## Age of Respondents

The age groupings of the respondents provide a very interesting supportive statement concerning the population segment seeking entry into Sacramento City College.

Note that the clear majority of respondents fall within the twenty to twenty-five age group rather than the chronological age group indicating recent high school graduation.

| Male | | Female | |
|---|---|---|---|
| Age | Number Responding | Age | Number Responding |
| 18 | 30 | 18 | 48 |
| 19 | 28 | 19 | 56 |
| 20 | 30 | 20 | 86 |
| 22 | 47 | 22 | 96 |
| 25 | 72 | 25 | 47 |
| 30 | 31 | 30 | 39 |
| 35 | 13 | 35 | 16 |
| 40+ | 26 | 40+ | 32 |
| No Response | 15 | No Response | 16 |
| Total | 292 | Total | 436 |

Current involvement of those not following through with their intent to enter Sacramento City College:

| | Males | Females |
|---|---|---|
| In government service | 9 | 0 |
| Recently married | 3 | 5 |
| Unemployed | 21 | 25 |
| Employed full-time | 66 | 125 |
| Employed part-time | 33 | 18 |
| Attending school | 139 | 225 |
| Other: | | |
| Recovering from accident | 1 | |
| Retired | 1 | |
| Engaged in political activity | 1 | |
| Housewife | | 15 |
| Engaged to be married | | 1 |

| | Males | Females |
|---|---|---|
| Other (cont): | | |
| On ATD | | 1 |
| On vacation | | 1 |
| Am pregnant | | 1 |
| No response | 18 | 19 |
| Total | 292 | 436 |

Clearly the majority of the aforementioned respondents are either in school someplace or employed full or part-time.

It is of further interest to note that of those attending college, the larger group indicated attendance at the State University or the UC campus.

This is of particular interest since one of our basic assumptions suggested that they were possibly switching from one Los Rios campus to another.

Attending College

| | Males | Females |
|---|---|---|
| CRC | 23 | 13 |
| ARC | 10 | 17 |
| Other community colleges | 5 | 50 |
| CSU, Sacramento | 47 | 60 |
| Out of State | 3 | 14 |
| Other state colleges | 7 | 3 |
| UC campuses | 29 | 45 |
| Private | 8 | 11 |
| Vocational | 1 | |
| High school and adult education | 4 | 12 |
| Sheriff's academy | 1 | |
| CHP academy | 1 | |
| Total | 139 | 225 |

Respondents indicating an intent to attend Sacramento City College either in the Spring '74 semester or some future semester is shown below. Column "A" is a summarization of the respondents indications relative to future attendance at Sacramento City College. Column "B" reflects the results of the survey indicating the actual number of respondents enrolled in the Spring '74 semester.

Column "A" - Respondents planning to attend Sacramento City College in the future.

| | Males | Females |
|---|---|---|
| Yes | 163 | 237 |
| No | 93 | 131 |
| Undecided | 17 | 11 |
| No Response | 19 | 29 |
| Total | 292 | 436 |
| If answer is yes, when: | | |
| Spring '74 Day | 35 | 31 |
| Spring '74 Evening | 30 | 35 |
| Both Day & Evening '74 | 2 | 7 |
| Fall '74 Day | 17 | 57 |
| Fall '74 Evening | 8 | 20 |
| Both Day & Evening '74 | 2 | 2 |
| Later | 48 | 78 |
| No Response | 150 | 206 |
| Total | 292 | 436 |

Column "B" - Respondents attending Sacramento City College - Spring '74 semester.

| | Males | Females |
|---|---|---|
| Spring '74 Day | 13 | 16 |
| Spring '74 Evening | 14 | 15 |
| Total | 27 | 31 |

How can the college be of assistance to you in the future?

Accept me in the dental hygiene program. (9)

By offering Arabic cultural courses.

By advising name of a junior college around San Francisco area with optometry assistant courses.

By keeping my name on a mailing list for class offerings each summer.

Offer more diversification in evening classes for those who must work.

Make registration easier. Have someone around to show new students where to go, what to do, etc.

Financial assistance. (3)

By helping with classes I want and financial assistance.

Summer school teaching position.

By making available more required courses during the summer.

Sending available information on nursing program.

By opening home economics department.

By making an appointment with head of dental hygiene program. (2)

By offering a class in child literature more often.

By being able to enroll in transfer classes. They are always full.

Get me the job I need so I can get off welfare.

Send brochures for evening college. (2)

Holding more night classes. (2)

By not sending letters and getting administration office in shape.

By offering arts and music classes during summer session.

Take off the strict restrictions (dental hygiene). I changed major because of it.

Allow ill people to withdraw through the mail.

How can the college be of assistance to you in the future? (cont)

Save spaces in microbiology for new students.

By offering a variety of special interest courses in the evening; i.e., languages, art and technical courses (engineering, drafting). (3)

Permit my child to use day care center at a lower cost.

Schedule dental hygiene interviews at more accessible time for students living in Sacramento area.

Have more Saturday morning classes.

Permit me to take one course at a time at a normal fee.

Notify you when you've been accepted.

By holding an equal number of positions in classes open for each registration time period.

By offering classes to improve mental and physical well being.

Follow up on admission procedures.

Stop giving students the run around.

Offer courses in Spanish language and history after 3:30 p.m.

With a student loan and allow me to take LVN course.

By making a Group III and a literature course in English available. (2)

Better transportation.

By notifying me when I can get summer session forms and class schedule.

Hiring me would be the very best assistance of all. I'd love to someday be a counselor at S CC. I've always loved this school.

Sending me dental hygiene program application or any notification of my standing. (4)

Continue offering interesting classes.

Lessen the red tape for admittance to dental hygiene program for qualified students.

How can the college be of assistance to you in the future? (cont)

By offering training which results in immediate and well paying employment; such as court reporting or better counseling so that fields pursued may be applied to employment.

Offering more police science courses in evening and summer sessions.

Offering appropriate classes in evening and summer.

Offering class in medical assisting in the evening next spring.

Meeting demand for popular courses.

Continuing library technician program even to allow summer school courses in same program.

Advise if you need more information to help with your decision to accept me in the dental hygiene program.

Counseling assistance could be kinder.

Use of library or tutoring services.

Send transcripts when necessary.

Reconsider or reevaluate my application for dental hygiene program.

Provide evening courses for full-time day workers in various business areas, computer science, etc.

Find alternative or multiple means of screening.

Offer me a job teaching sociology and women studies courses.

Offer more general education classes.

By not charging tuition fees for those over 21.

I did not attend Sacramento City College this fall because:

| | |
|---|---|
| 1. I moved to another area. | 53 |
| 2. My health did not permit attendance | 21 |
| 3. Transportation to the college was not available. | 34 |
| 4. I was unable to meet college expenses. | 56 |
| 5. SCC did not offer the major I wanted. | 28 |
| 6. I was unable to get into the classes I wanted. | 169 |
| 7. I really was not interested in attending college. | 28 |
| 8. I was discouraged by SCC's: | |
| a. Admission Procedure | 36 |
| b. Orientation Program | 3 |
| c. Counseling Assistance | 17 |
| d. Registration Process | 31 |
| OTHER: | |
| 1. Marriage difficulties | 2 |
| 2. Baby sitting problems | 4 |
| 3. Parking | 1 |
| 4. Filed application too late | 1 |
| 5. SCC too crowded | 3 |
| 6. Was interested in summer session only. | 4 |
| 7. Transferred to another school. | 11 |
| 8. Wanted to play football on smaller campus. | 1 |
| 9. Classes needed not offered in evening. | 1 |
| 10. Late for E.O.P. qualification. | 1 |
| 11. Interested in obtaining full-time employment | 1 |

I did not attend Sacramento City College this fall because: (cont)

| | |
|---|---|
| 12. Obtained full-time job with on-the-job training. | 1 |
| 13. Too many Blacks. | 1 |
| 14. Too many Communists and hippies. | 1 |
| 15. Too many liberal instructors. | 1 |
| 16. Early discharge was turned down by the Military. | 2 |
| 17. Student died of brain tumor. | 1 |
| 18. American River College had better instructors. | 6 |
| 19. Sacramento City College would not have received my transcript in time for classes. | 1 |
| 20. Cosumnes River College is superior to Sacramento City College. | 3 |
| 21. Wasn't accepted in the dental hygiene program | 75 |
| 22. Wanted to attend Cosumnes River College | 2 |
| 23. Registered early to get classes I wanted but counselor didn't have correct information and it resulted in a lot of running around and backtracking. | 1 |

I am now:

| | |
|---|---|
| 1. In governmental service (Military, Peace Corps, etc.) | 19 |
| 2. Recently married and not attending college. | 14 |
| 3. Unemployed and looking for work. | 54 |
| 4. Employed full-time. | 206 |
| 5. Employed part-time. | 92 |
| 6. Attending school. | 280 |

Majors:

| | |
|---|---|
| 1. Liberal Arts | 4 |
| 2. Dental Hygiene | 25 |

Majors: (cont)

| | | |
|---|---|---|
| 3. | Biology | 15 |
| 4. | Social Science | 8 |
| 5. | Business | 18 |
| 6. | Language | 5 |
| 7. | Animal Husbandry | 1 |
| 8. | Early Childhood Education | 5 |
| 9. | Political Science | 2 |
| 10. | Psychology | 5 |
| 11. | Engineering | 6 |
| 12. | Banking | 1 |
| 13. | Communicative Disorders | 1 |
| 14. | General Education | 8 |
| 15. | Criminal Justice | 6 |
| 16. | Teaching | 1 |
| 17. | Body & Fender | 1 |
| 18. | Auto Mechanics | 1 |
| 19. | Home Economics | 4 |
| 20. | Dietetics | 3 |
| 21. | Law | 7 |
| 22. | Life Sciences | 1 |
| 23. | Lab Technology | 1 |
| 24. | Health Science | 2 |
| 25. | Ceramics | 1 |
| 26. | Cosmetology | 1 |

| | |
|---|---|
| 27. Industrial Technician | 1 |
| 28. Asian Studies | 1 |
| 29. Interior Decorating | 1 |
| 30. Counseling | 1 |
| 31. Physical Education | 1 |
| 32. Data Processing | 1 |
| 33. Chemistry | 2 |
| 34. Forestry | 1 |
| 35. Nursing | 5 |
| 36. Nutrition | 1 |
| 37. History | 1 |
| 38. Accounting | 3 |
| 39. Construction | 1 |
| 40. Art | 3 |
| 41. Aviation | 1 |
| 42. Electrical Engineering | 4 |
| 43. Freight Transportation | 1 |
| 44. Agriculture | 1 |
| 45. Civil Engineering | 1 |
| 46. Government | 1 |
| 47. Liberal Studies | 1 |
| 48. Environmental Design | 1 |
| 49. Pomology | 1 |
| 50. Office Machine and Repair | 1 |
| 51. Gerontology | 1 |

| | |
|---|---|
| 52. Sociology | 1 |
| 53. Medical Lab Technology | 2 |
| 54. Humanities | 1 |
| 55. English | 4 |
| 56. Accounting | 1 |
| 57. Printing | 1 |
| 58. Pharmacy | 1 |
| 59. Anatomy | 1 |
| 60. Photography | 2 |
| 61. Architecture | 1 |

Planning on attending Sacramento City College in the future:

| | |
|---|---|
| Yes | 368 |
| No | 220 |
| Undecided | 54 |
| Spring '74 Day | 67 |
| Spring '74 Evening | 65 |
| Fall '74 Evering | 19 |
| Fall '74 Day | 67 |
| Summer '74 | 19 |
| Later | 84 |
| Undecided | 27 |
| Both Day and Evening '74 | 10 |
| Both Day and Evening '74 | 3 |

Major Interests:

| | |
|---|---|
| Photography | 3 |
| Aviation Mechanics | 1 |
| Dental Hygiene | 48 |
| Administration of Justice | 3 |
| Early Childhood Education | 9 |
| Psychology | 13 |
| History | 6 |
| Mental Retardation | 2 |
| Agriculture | 1 |
| Physically Handicapped | 3 |
| Police Science | 10 |
| Data Processing | 8 |
| Communication | 1 |
| Accounting | 19 |
| Law | 8 |
| Nursing | 26 |
| Art | 24 |
| Mythology | 1 |
| Horticulture | 1 |
| Finance | 1 |
| Aeronautics | 5 |
| Secretarial Science | 9 |
| Refrigeration | 1 |
| Electronics | 7 |

Major Interests (cont):

| | |
|---|---|
| Business Administration | 30 |
| Medicine | 3 |
| Graphic Arts | 2 |
| Drama | 1 |
| Speech | 2 |
| Science | 1 |
| Mathematics | 2 |
| Power Plant | 1 |
| Pottery | 1 |
| Music | 2 |
| General Education | 5 |
| Political Science | 3 |
| Foreign Language | 4 |
| Real Estate | 7 |
| Lab Technician | 1 |
| Home Economics | 2 |
| Recreation Administration | 1 |
| Ceramics | 3 |
| Nutrition | 1 |
| Physical Education | 1 |
| Auto Mechanics | 3 |
| Management | 1 |
| Ecology | 1 |
| Aero Space | 1 |

Major Interests (cont):

| | |
|---|---|
| Merchandising | 1 |
| Social Welfare | 1 |
| Cosmetology | 2 |
| Optometry | 1 |
| Biology | 4 |
| Humanities | 1 |
| Business | 1 |
| Journalism | 2 |
| Medical Secretary | 1 |

## Conclusions

A study of the data amassed by the three colleges would seem to support the following conclusions:

1. The longer the period between counseling and actual signing into classes, the greater the probability of loss.
2. Staffing ratios in counseling should consider the service given to non-enrollees as well as those who do enroll.
3. Attrition rates before the 4th week when added to no-shows give a better perspective of "meeting student need" than attrition between the 4th week and the 8th week.
4. No single factor can be isolated to say why students fail to complete registration but certain factors such as the need for financial aid were not as evident as had been anticipated.
5. The age span of those who did not complete registration may be significant.
6. There is an element of "shopping" in the registration process.
7. The failure to complete registration does not seem to engender any residue of ill will for the District.
8. The District has the potential of enrolling at least an additional 5,000 to 8,000 students per year.
9. The District must devise ways of reducing the losses incurred before the registration process is completed.

UNIVERSITY OF CALIF
LOS ANGELES

AUG 9 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION